

Cuts now certain after Mulley's 2%

The two main local authority associations were expected to tell the DES this week that cuts in education were inevitable next year. This, they say, is because of the two per cent growth rate announced by Mr Fred Mulley, the Education Secretary.

This week's meeting at the Department with the Association of County Councils and the Association of Metropolitan Authorities should be followed by one with the Secretary of State next week.

Speaking at the Council of Local Education Authorities conference in Cardiff, Mr Mulley said the two per cent growth was education's share of an overall one and a half per cent growth for the public sector.

However, CLEA delegates seemed unanimous in their confidence on three to four per cent growth simply to stand still next year. Anything less would mean cuts.

Mr Mulley was told that some authorities were thinking of sacking teachers, the most controversial of all possible cuts.

Mr J. B. Ansell, chairman of Wiltshire Education Committee, received some support from the other delegates when he suggested that this was what the local authorities were going to have to face.

Wiltshire's policy committee have since met and although they have decided to cut education spending by a further £500,000, it will not mean sacking teachers.

As late support grant negotiations for 1976-77 are now in progress, the first thing local authorities want to know is what the 2 per cent growth rate is based on.

It could be in last year's RSG settlement or on the higher figure of what the authorities actually budgeted for spending this year (1975-76).

In percentage terms the difference is small, but for each L.E.A. it means a great deal of educational expenditure. Mr. Carlsson, Harington, Secretary of the ACC, said after the conference that the associations wanted Mr Mulley to agree that 2 per cent was less than the built-in momentum of the education service.

"We are going to spell out in hint that we need a real growth of three to four per cent—and it is probably the latter—if we are to maintain standards. We need this amount because of inescapable commitments."

If local authorities were kept to a 2 per cent growth, Mr Harington said, it would mean "significantly" cutting in real terms and a reduction in standards will be necessary.

"Mr Mulley was correct when he told us the Government were intending to put more actual money to our hands—what we are saying is that following national policies

and local commitments we need 3 to 4 per cent."

Mr Harington told the conference that opinions differed as to exactly how much money the local authorities received in the RSG last year. "For the 1975/76 settlement the Government stated that it was an increase in real terms of 4 per cent, but the local government side said it was 2.5 per cent, and never the twain did meet."

From the crucial meetings being held this month the ACC and the AMA also want to discover the Government's policies for 1976-77 and how much money will cost. They are particularly keen to know details of the capital programme, so that they can work out their individual revenue commitments. These are not yet expected from Mr Mulley until September.

Mr Harington also revealed that the Department of Health and Social Security were expecting local authority social services departments to grow at about 2.4 per cent for 1976-77.

Mr Norman Kerpe, chairman of Avon Education Committee, suggested that this figure added to education's 2 per cent must almost take over the whole of the 1½ per cent growth in the public sector.

Mr Cyril Jasper, county treasurer for Hertfordshire and an RSG negotiator, told the delegates that he believed the Chancellor was planning larger cuts in the non-local authority sectors so we can have a 2 per cent growth in education."

Mr David Coatesworth, chief education officer for Norfolk, said after the conference that no one was applauding the sacking of teachers. "They were applauding the fact that someone was facing the reality of having to stay within a two per cent growth."

He also talked to other CEOs and said that no one in the whole country wants to dismiss teachers, but we are in a trap—if you have to cut back your expenditure in real terms, then a reduction in the teaching force might be the only way you can do it."

Mr Barry Taylor, chief education officer for Somerset, added that the difference between a two per cent growth and what he felt was an inescapable growth of four per cent for 1976/77, amounted to £750,000 for Somerset.

The South West authorities—Somerset, Devon, Cornwall, Wiltshire, Dorset, Avon and Gloucestershire—are seeing DES officers in September to explain the local effects of the Chancellor's statement on public spending. "We want to explain to Sir William Pile that we can't keep to two per cent and still maintain the existing services. We are at least 2.5 per cent adrift above that," said Mr David Young, chairman of Somerset Education Committee.

CLEA conference
at Cardiff
Reports by
Mark Vaughan

'Quality, not quantity'

Defending the concept of elitism Lord James of Knolshelm told the conference he advocated a smaller number of universities of "really superb quality", within a variety of higher education institutions.

It was essential to have only a few to "blaze the way" for the future, and to ensure that the "best" was raised on.

In further and higher education there were too many institutions and courses, some of which attempted to give the fancy and spurious academic respectability. Some universities were too large.

If society was contemplating a great increase in higher education, it was not inconceivable to envisage "a hierarchy of institutions".

Lord James, former vice-chancellor of York University, said many people questioned whether universities in any recognizable form could continue "in a world where elite has become a term of abuse". Intellectually, universities were elitist because a "comprehensive university" was a contradiction in terms.

The function of a university was not simply to respond to social needs, but to transform society. They are there not to give the system what it wanted, "but what it might want."

A place of higher education was "where teachers and pupils discuss and evaluate different and sometimes original ideas in an educative environment".

Lord James said however that the pendulum had swung too far in the direction of research. "I don't want to denigrate genuine research, but the attitude that research, however trivial, is better than any teaching, however stimulating, is what I deplore."

Lord James was attacked by several delegates for an "elitist" approach to education. One from Mid-Glamorgan accused him of "educational fascism" and said that his speech, which did not offer equality of opportunity, was "very dangerous".

Another wished Lord James had used the phrase "variety of institutions" instead of "hierarchy". Lord James said "variety" would have been more tactful, asked the delegates not to be afraid of the word "elite". He wondered why it was all right to have elitism in sport, but nowhere else.

L.e.a.s warned of dangers in shrugging off polys

L.e.a.s were warned of the dire consequences of giving up responsibility for the polytechnics.

Sir Toby Weaver, former deputy secretary for further and higher education at the DES and one of the architects of the binary system, said if the polys were too much for the L.e.a.s to handle, then so might be the colleges of education and colleges of further education.

Some L.e.a.s gave the impression that they either wanted to keep the polys under close control or else be shot of them altogether—"to the relief, what is more, of the rates". But they and the polys ran a risk.

"If the impression were to gain ground that the local authorities were able and willing to administer the polys and other institutions of higher education only repressively, if at all, where would the slippery slope end?" L.e.a.s would soon find their responsibilities drastically reduced if their various further and higher educational institutions went their separate ways.

Another risk would be the loss of local consciousness and support which gave the polys much of their vitality and significance. And for the polys to see their future as self-governing corporations like the universities was a outrage, Sir Toby said.

Possibly the best solution was the one recently given "a new and helpful focus" by CLEA. This was in co-ordinating regionally the education and in-service training of teachers, the distribution of teacher training courses and the distribution of higher education courses.

Earlier, Sir Toby said he deplored any suggestion that the DES should exercise a greater measure of direction or compulsion over the polys curriculum.

The curriculum was a balance between the professional concerns of teachers and society's claim to be a say in what kind of citizens they wanted to produce. The DES had "an inescapable share" in the curriculum, particularly through the Inspectorate and the Secretary of State's responsibility for the education system, but Sir Toby did not advocate greater DES involvement.

In a brief reference to the rising powers of the DES and L.e.a.s under the 1944 Education Act, he said he did not think a new law was needed at the moment. "We have sufficient support for them of all aspects to impress upon them who think otherwise, my answer, for what it is worth, is simply because I can think of a major desirable development of policy that are frustrated by the Act, rather than by lack either of sufficient support for them or of sufficient resources."

Sir Ashley Bramall, leader of the Inner London Education Authority, who was on the platform with Sir Toby, challenged this suggestion. Sir Ashley claimed that many authorities who agreed with government policy on secondary reorganisation found it very difficult, it was impossible to implement the policy in the case of administrative difficulties, particularly the "dreaded section 13 notice".

"It must be due to faulty machinery or a fault in the law," Sir Ashley said.

Mr David Coatesworth, chief education officer for Norfolk, added that the sentiments of many delegates, when he said cash was needed to run secondary modern and grammar schools into comprehensive schools. "You don't want a secondary modern school into a comprehensive school without growth in the number of staff and buildings had outstripped expenditure."

Mr Mulley blurted that the nursery programme might be one of the first casualties. Improvement of school buildings would be next to him "with two voices" because it came to trying to decide between extra teachers or better buildings.

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authorities to give "first priority" to the employment of next year's newly trained teachers.

He saw comprehensive reorganisation as "our most important commitment". "This reorganisation by its very nature will not be a greater equality of educational opportunity, but it needs to be supplemented by measures of positive discrimination to help the disadvantaged."

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Over the next few pages the document provides a wealth of examples to illustrate the authors' contention that one does not necessarily make the desert bloom by destroying the oases and sprinkling the water around.

Back in Brixton, the parents of able children at the threatened Strand Grammar School may well be saying "they are only at school once and if they miss an opportunity it is not something they can catch up with. If they miss out, you can never make it up to them afterwards." The quotation is from Mr. Mulley. Much the same might be felt by the parents of 573 of 743 Lambeth children picked-up in 12 days by police "truancy sweeps", who allegedly complained that there was no point in going to school when you could not learn because the discipline was so bad.

So it is that the masters of Emanuel consider that Sir Ashley much resembles a doctor who, seeing that the patient has got worse after one third of the bottle of medicine, even more convinced that the other two-thirds will do the trick.

There is also to be found an impressive analysis of the Panglossian examination statistics to which we are from time to time subjected. And Panglossian language for that matter. A plan to retain three of Redbridge's grammar schools is described by its opponents as tantamount to condemning "93 per cent of Redbridge children as failures if Emanuel were to remain the only grammar school in London, 93 per cent of the capital's children would presumably be so 'condemned'."

We learn too that the senior school inspector (schools) of the ILEA has drawn head teachers' attention to the desirability of sending able children to special centres of excellence, as they "often become bored and frustrated if they are intellectually two or three years ahead in their classrooms and show in their ability range." It seems they were asked to achieve for five days a week and then attend what appears to be a week-end grammar school. Some say, perhaps, for a time-and-motion study.

This is a pungent and indeed very clever document, all the more deadly because it is written with style and brio. Only seldom does a note of the authors' anger intrude, as when the authors insist that Mrs Benn was primarily instrumental in cutting off fee support to the school's one-form many of the grounds that her own sons had been educated at prep schools. However, as one reads it, it is difficult to believe that the authors are not polemic and educationalists who perpetrate the sort of fallacious document candidates.



The National Gallery welcomed schoolchildren in the last few weeks of term for "Schools Out"—an introduction to works of art through competitions and games.

Minister spells out priorities Cutting off cash from rebel L.e.a.s 'could be illegal'

Mr Fred Mulley, Secretary of State for Education, could be acting illegally if he tries to deprive a local authority of its right to run a school, Sir John Stevens said after publication of the pamphlet this week that many people felt the battle was over. The pamphlet was to show them that they could use the law to continue their opposition. But they were not advising people to start litigation.

"Our little guide is intended to assert the rule of law against the rule of circulars," Circular 4/74 was a threat to the rule of law. "It has no legal force but its blustering and bullying language has intimidated many people into abandoning their rights."

Mr Brittan said they were particularly worried about the indirect methods of achieving reorganisation being discussed by some local authorities.

If an authority tried to change a school significantly without resorting to Section 13 procedures, their action could be challenged. Another possible means of attacking selective schools was to rig the zoning and catchment area to deprive the school of a big enough catchment area to save your schools by moving to a new site.

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Handicapped need more money, better care

More research and money, better care and services are needed for the education and welfare of handicapped children and their families. These are the main conclusions of a report from the evidence submitted recently to the Warnock Committee on special education.

The National Council for Educational Advance, who represent 48 parents, teachers and political organizations for improving state education, say adequate finance is the key.

Staff who run the supportive services for families with severely handicapped children at home must be better paid. "Too many cases have been reported to us of parents who were promised supportive help which did not materialize."

They want the disabled integrated into normal schools which, they say, could be achieved by putting special schools on the campus of an ordinary school. The buildings should be adapted to the needs of the physically handicapped.

The National Elfrida Rathbone Society, a voluntary organization who help the educationally handicapped and disadvantaged (about one child in 10 they estimate), say there must be more liaison between the statutory and voluntary bodies locally.

Parental interest is crucial to the full development of the child. The society say social workers in special schools would prove invaluable for home-school liaison.

Special education should prepare the child for successful integration into the process of living and working. "The prime goal should be academic excellence, they say. Further education should, therefore, be available to the slow learner long after the statutory leaving age."

The National Statute Centre's Further Education College for Disabled Youth in Cheltenham, in its evidence, emphasized the need for research into the causes and prevention of crippling diseases. More money should be spent on this, and a national body or university should coordinate the present piecemeal research to avoid duplication of effort and resources. The college says it is willing to lie under for this.

The National Confederation of Parent Teacher Associations say in their evidence that parents often complain about the difficulties involved in getting this information about financial and educational help.

They also recommend that one teacher in a special school should be given the job of liaison between home and school because many parents with disabled children cannot easily visit the school. The confederation says that too many children have to stay in special school for too long because they are not reassessed often enough.

The NCPA says segregation and labelling of children are socially and educationally abhorrent. Except in extreme cases of physical and mental disability, the handicapped should be educated in ordinary schools equipped to cope with them.

The present system with special schools each covering a wide catchment area meant some children had to spend up to three hours a day in school buses in extreme physical discomfort and parents cannot talk to each other about their problems.

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£1,250m cut in spending - official

The Chancellor of the Exchequer has officially announced plans for a drastic cutback in public expenditure.

Mr Healey told the House of Commons this week that any real growth in public spending was unlikely after 1976. There would be cuts of "about £1,250m" in government spending after 1976-77 when an extensive system of cash limits would be introduced.

"The general presumption will be that the expenditure of government money, whether directly or in the form of grant, will be within the scope of cash limits rather than the other way round, and I shall need to be convinced if it is argued that cash limits should not apply in a particular case," Mr Healey said.

"Public expenditure must be firmly contained for several years. The outcome of the current review, which is bound to require a new look at priorities for public spending, will be announced later this year."

The present annual review of five-year public spending programmes would be seeking "substantial economies" particularly in 1977-78 and 1978-79. What the Chancellor did not spell out was that this will mean cuts of about £520m in the education service's projected budget by 1979.

Despite an assurance from Mr Healey that his measures were unlikely to lead to any increase in unemployment generally, a £520m cut in planned education spending is almost certain to raise the spectre of unemployment for teachers.

When the cuts come, no major sectors of the service will be unscathed and teachers in schools, colleges and universities will find it increasingly hard to find jobs.

This was strongly hinted by Mr Fred Mulley, the Education Secretary, when he spoke to the Council of Local Education Authorities' conference in Cardiff last week.

Mr Mulley warned the conference that it was unrealistic to expect education to be exempted from cuts in public spending.

The Government have dropped plans to remove security of tenure from students in digs. Lord Criveller-Hunt, Minister for Higher Education, said in a short debate in the Lords last week that the Government's proposals had met with a lukewarm response.

Students from the 1974 Rent Act and a registration scheme introduced which would give landlords an absolute right to regain their property. Tenants under the Act now have security, but students, if the scheme went ahead, would have lost this right.

Mr Criveller-Hunt said there was lukewarm support for the plan and, because of the pressure on parliamentary time, the Government would wait to see if there was a need for new legislation.

A spokesman for the National Union of Students said he was glad the Government were not going to pursue the plan. "We are pleased to see the back of a proposal which would have made students attractive tenants because they would have had no rights."

In the short term, under the registration scheme, they might have got accommodation where others could not, from landlords who wanted to be able to throw their tenants out whenever they felt like it. In the long term, students would have been harassed and vulnerable.

The Road Transport Industry Training Board will pay employers special grants to take on extra apprentices.

A total of 1,500 premium grants, worth £560 each, will be paid to employers who recruit more than their usual number of apprentices.

A survey in April showed that road transport employers expected to take on 23 per cent fewer apprentices last year, which was already 17 per cent less than was needed.

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DES rapped for not knowing race facts

by Gavin Scott

The Department of Education and Science have "disturbed" the Commons Select Committee on Race Relations by their failure to keep relevant records and statistics, the committee's report said this week.

MPs were shocked, for example, by DES ignorance of the numbers of black students in education colleges. They want the DES to increase staff dealing with race relations "and make more effective use, for instance, of Her Majesty's Inspectors."

Mr Frederick Willey, chairman of the committee and Labour MP for Sunderland North, said the whole structure of race relations is hopelessly inadequate. The Home Office have 300 recommendations to consider, the Department of the Environment have not replied to a Select Committee report on housing four years old and the Race Relations Board and Community Relations Commission have both failed to make an impact on or gain the confidence of ethnic minorities.

The committee's recommendations are similar to those made by the CRC on the form of the new Race Relations Act.

The CRC and the RRB should be merged in an Equal Rights Commission, which would do most of the work now performed by the two separate organizations. The ERC should have access to all Whitehall committees

on race relations. There should be a sizable number of blacks on the body and on the regional complaints boards which they will set up. Community relations councils and officers should remain independent of local government.

There should be a Minister of State for Equal Rights in charge of a "much improved" Home Office establishment. Each department should have its own race unit and take responsibility for monitoring developments. The committee and the commission should be kept informed.

To ensure that reports from the committee do not meet the usual oblivion, the select committee would the Government to produce a declaration of support and set aside a day to debate the committee's work in every session of Parliament.

There should be a review of the urban programme because urban deprivation "demands more effective action". Blacks should be members of a committee to help decide who needs what. The Home Office should remain in charge.

The Equal Rights Commission should support, as CRC does now, organizations of ethnic minorities and "unconventional projects". They should "concentrate upon and continue to give priority to the needs of young persons, particularly young West Indians."

Many Welsh comprehensive schools are refusing sixth-form education to all but their brightest pupils. It was revealed this week.

A new survey by the National Union of Teachers shows that dozens of secondary schools in Wales insist on high grades in public exams, thus forcing many to the sixth form. Mr Mulley warned the conference that it was unrealistic to expect education to be exempted from cuts in public spending.

The survey was based on a questionnaire sent out to the principals of 262 secondary schools. Altogether 140 schools replied, and of these 52 admitted they operated selection at 16-plus.

Eighty schools said they gave free access to their sixth forms and a further eight claimed the question was "not applicable" to them. Thirty-four of the schools operating selective systems were comprehensive, 11 were grammar schools and six were secondary moderns. One sixth form college was also selective.

This week Mr Henry Clither, head of the NUT publicity department, said many of the 52 schools were merely reserving the 11 plus, but at a later age.

"This kind of selection distorts a pupil's whole education, both before and after 16. It is a complete denial of the principle of comprehensive education and the NUT are deeply concerned about it."

Further education should, therefore, be available to the slow learner long after the statutory leaving age.

The National Statute Centre's Further Education College for Disabled Youth in Cheltenham, in its evidence, emphasized the need for research into the causes and prevention of crippling diseases. More money should be spent on this, and a national body or university should coordinate the present piecemeal research to avoid duplication of effort and resources. The college says it is willing to lie under for this.

Mr Fred Mulley reaffirmed in Parliament and in Cardiff last week that secondary reorganization still has priority, whatever the cuts. Also last week Trafford, one of the seven I.e.a.s he has threatened with legislation, confirmed that they still have no intention of complying with Circular 4/74

Trafford Tories hold fast against all-comers

by Mark Vaughan

Even among the seven rebels, Trafford are a rogue local education authority.

With only one comprehensive school within their boundaries, they have a new firmly intact their backs to any further reorganization plans — unless legislation forces them through. Trafford arrived at this position after an accident of local government reorganization which carved the new authority out of two I.e.a.s and put the Tories in control.

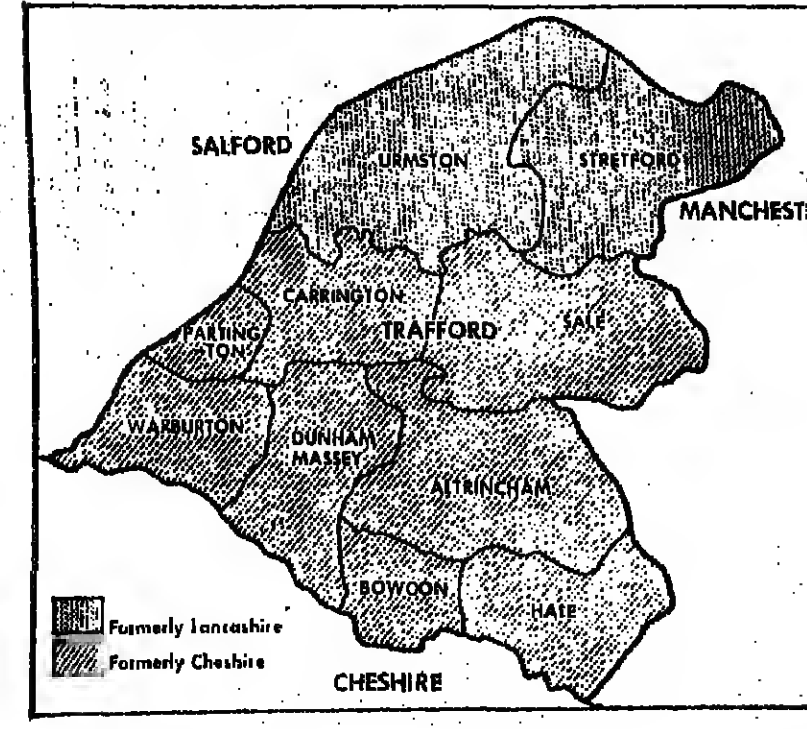
When Trafford were formed out of bits of the old Lancashire and Cheshire last year, they were one of the few I.e.a.s which had to start from scratch with no educational organization to build on. Reorganization plans, however, had already been fully worked out for much of the area.

A working party with strong teacher representation, set up last year as a first act by the new Trafford Education Committee to consider secondary reorganization, came out strongly in favour of going comprehensive. Their report was drafted, though not signed, by the chief education officer, Mr Dennis Hatfield. It was rejected out of hand by the schools subcommittee, the education committee and then the full council.

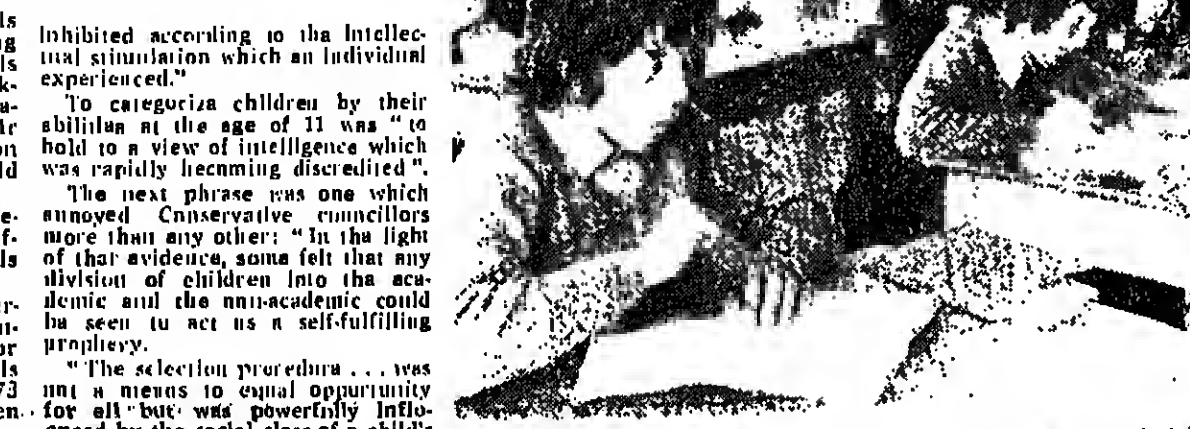
Trafford took their stand, first against Mr Reg Prantice and his Circular 4/74, then against Mr Fred Mulley's reiteration of his policy. Now Mr Hatfield refuses to answer any questions about Trafford except in the company of Mrs Ruth Royle-Higginson, chairman of the education committee. She, in her turn, refuses to be questioned on educational matters without Mr Hatfield.

As assistant director of education in charge of secondary schools for Cheshire, before he took up the Trafford post, Mr Hatfield helped to draw up reorganization plans for the areas of Cheshire which now form part of Trafford.

Mrs Royle-Higginson, who will say only that she has "strong personal views" on comprehensives, represents the Tory stronghold of Urmston, on Trafford's metropolitan District Council. A P.P. she has been in local government 30 years and set on the Urmston Divisional Executive



Mr Warren Bradley (above) of Liscard School, "one of the best equipped and most spacious secondary schools in the country" and still waiting to go comprehensive. (Right) Pupils at Pottsgill Broadbalk, Trafford's only comprehensive.



Mr Warren Bradley (above) of Liscard School, "one of the best equipped and most spacious secondary schools in the country" and still waiting to go comprehensive. (Right) Pupils at Pottsgill Broadbalk, Trafford's only comprehensive.

Inhibited according to the intellectual stimulation which an individual experienced.

To categorize children by their abilities at the age of 11 was "to hold to a view of intelligence which was rapidly becoming discredited".

The next phrase was one which annoyed Conservative councillors: "In the light of this evidence, some felt that any division of children into the academic and the non-academic could be seen to act as a self-fulfilling prophecy."

The selection procedure... was not a means to equal opportunity for all but was powerfully influenced by the social class of a child's parents.

Some Trafford councillors apparently took this and another sentence as a final indictment of their secondary school system. The other sentence read: "It seemed apparent that a very large pool of talent, the *Half Our Future* of the Newsom report, not only lay untapped but was stagnating." The schools subcommittee passed a resolution which said: "No action to be taken" in the light of this evidence, and the plans were not published, and the plans had not got off the ground by the time the new I.e.a. took over.

When the working party set up by the new authority reported in February this year, they recommended, by 20 votes to three, that Trafford should go fully comprehensive, with 13 to 18 comprehensive schools to be introduced in phases.

The working party report began: "Despite its considerable achievements, the system of selective secondary education increasingly seems under attack."

"Research into the nature of intelligence was indicating that, far from being a gift fixed for life, intelligence could be developed or

BI set out facts about industry

Confederation of British Industries week announced plans for a campaign to tell schools more about industry.

Campbell Adamson, director of the CBI, told a conference of school teachers that the CBI had already been raising money from its members to appoint liaison officers between schools and local industry. They were now thinking of producing teaching materials to give schools the "unbiased economic facts of life" about industry.

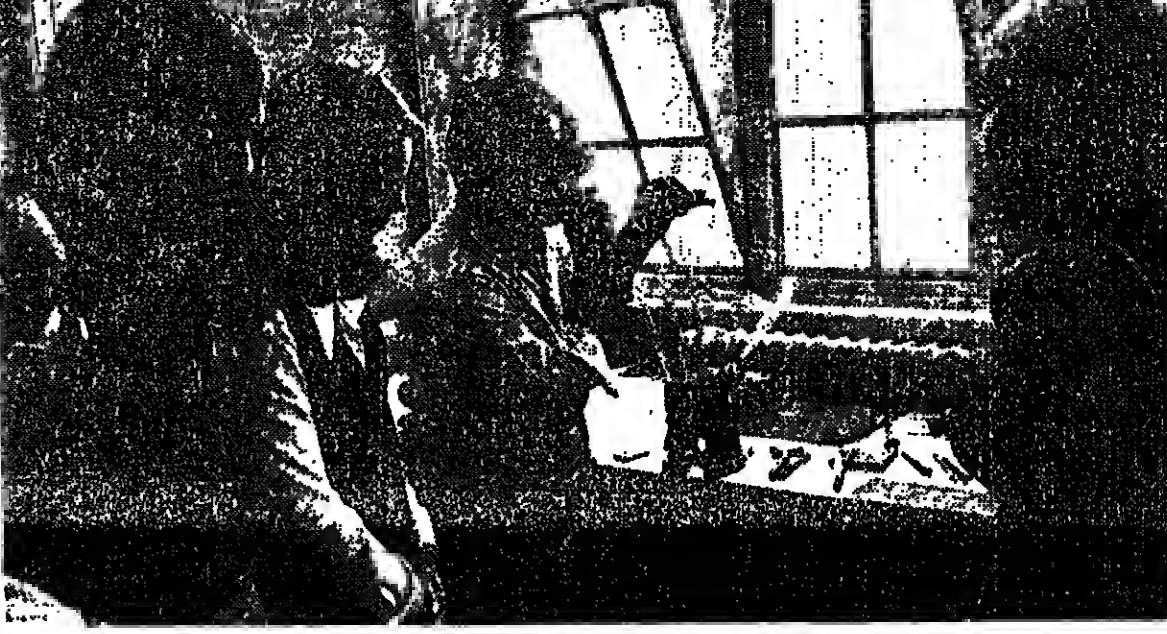
These would not be primarily aimed at encouraging more pupils to go to careers in technology, he said, they would tell pupils about the part that industry plays in economic life.

The conference was called by the Interdepartmental Committee on Industry for Engineering and Technology to launch a drive to bring schools and industry closer together, and to publicize the beneficial uses of technology. The drive is to be called Project Engineers and Technologists for Tomorrow.

The interdepartmental committee set up in 1963 to help halt the exodus of young people from technology in schools, includes government departments, employers, the professions and bodies like the Schools Council.

Mr Adamson said they were aided by the fall in the number of school leavers and students taking scientific and technological subjects. He said the committee was trying to convey the challenge of a career in technology. It would be a long and arduous task to change this, but he had to try.

Mr Ken Oursands, rector of Liscard Polytechnic, said there were 20,000 empty degree places in science and technology courses. There were also 100,000 empty places in degree, diploma and certificate courses in technology.



A technician at North-East London Polytechnic demonstrates glass blowing to local sixth-formers at the science faculty's recent open day.

730 keep the red flag flying

More than 730 students registered for this summer's seventh annual Communist University of London last week. The students, ranging from a local authority gardener to members of the ultra-left International Socialists, followed nine-day courses which gave the Marxist interpretation of traditional university subjects.

Mr David Contino, the organizer, said the aim was to challenge established ideas in conventional disciplines which had a conservative element in their structure.

Among the courses was one on the tactics and strategy for revolution.

"The majority of the students are not committed to any party," Mr Contino said. "They come to involve themselves in political discussions. There is a wide interest in Marxism among students."

There was no question of recruiting members to the Communist Party, he said.

Among the lecturers was Barbara Wynn, president of the North London Association of the National Union of Teachers. She dealt with sex and education and the way schools reinforce male and female roles.

Mr Colin Yardley, president of the Inner London Teachers' Association, spoke on the crisis in education spending, and Professor Brian Simon, of Leicester University, gave two lectures on the Marxist analysis of the history of education and the comprehensive schools campaign.

Professor Simon said Britain's current education system, including what was taught in schools and how schools were organized, was determined by the class struggle in the nineteenth century.

"It has been said that opportunities for education were benevolently conferred on the mass of the people for philanthropic reasons. This is false. The middle and upper classes have always fought to retain their dominant position in education and have only conceded the right to education when it became a political and economical necessity in the retention of their dominance."

The mass imposed a tripartite system in the 1940s and 1950s even though there was a Labour government and the Labour Party were in favour of comprehensive schools. The Communist Party supported comprehensive education because it would overcome divisions based on class, he said. Streaming, selection and intelligence testing were undesirable.

The old theory of the low innate mental capacity of the working class or the blacks as presented by some modern psychologists was a "vestige of ideas current in the 1930s," he said.

Professor Simon also attacked deschooling ideas. It was nonsense to say education was imposed on the masses. The working class wanted education for political and economic emancipation.

What a teacher asks before choosing a video recorder.

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One of the heads of Mr Walter Brailley, head of Liscard School to Trafford. It must be one of the best equipped and most spacious secondary modern schools in the country. Half the buildings, which hold 800 pupils, are new.

Not only did Mr Bradley, former Manchester United, and England footballer, take up his post in 1970 because Liscard was a comprehensive but so did all his senior staff. The school has a new language laboratory, sports hall and classrooms, a complex with a theatre, a number of graduate teachers and a firm pastoral structure working across the whole age range.

Its popularity only emphasizes the failing point for Mr Bradley that it could "go comprehensive if the stroke of a pen".

Trafford's only comprehensive school is in an isolated and self-contained working-class area in the extreme west of Pottsgill. It is largely a Manchester Council overgrown estate which has been dominated by a massive oil refinery complex.

Mr Scott is convinced of the value of the comprehensive system. "I'm tired of making themselves martyrs to a lost cause why don't they wake up to reality?"

"I am sure the councillors are intelligent enough to realize that they cannot avoid going comprehensive, whether it is now or in a few years' time."

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Roin Hurre is lecturer in the philosophy
science, University of Oxford. Elizabeth
Rosser is a research student of the Dep
ment of Education of Studies, Oxford.

The test of time

J. M. Thomson talks to Maud Karpeles about her work as a collector of folk songs

To earth Maud Karpeles, one of the great English folk song collectors, across a room or descend a staircase, is to know what she means when she says "The only thing I've been really good at is dancing" and why Vaughan Williams used to say "Maud's dancing always made me cry, for she moved like a leaf, like a swallow". Now nearing 90, she has just published the crowning achievement of her life, her edition of Cecil Sharp's *Collection of English Folk Songs*, a monumental collaboration which began in 1909 and which has already resulted in the similarly authoritative *Collection of English Folk Songs from the Southern Appalachians* (1933, 1960), which she and Cecil Sharp collected during visits in 1916 and 1918 and in her own Folk Songs from Newfoundland (1971), when in 1929 and 1930 she journeyed around the outposts by motor and rowing boat and danced sets and reels at Stock Cove amidst the magnificent stepping of the men.

Her needle-sharp mind, her inability to take anything on trust, her sense of challenge, for she likes nothing better than a good argument, make her an ideal subject for one of those Sunday newspaper surveys on "How to keep young and alert", something which she herself would scorn. "I'm not as quick as I used to be," she laments. "Oh, you should see the mistakes that have got through".

The Cecil Sharp collection contains hundreds of songs that we have all grown up with, many in fascinating variants. There are the Child Ballads, songs of love and courtship ("Dabbling in the Dew", "My Man John"), of thwarted love, lovers' farewells and returns, falsehearted lovers and seducers, the burdens of single and married life ("The Unmarried Maiden's Lament"), adventures and crafty maidens, rakes, robbers, sailors, soldiers, nonsense and nursery songs, a compendium of life before the Industrial Revolution, the onset of factories, developers, high rise and cement.

It pleases her that publication took place during the fiftieth anniversary of Cecil Sharp's death and she hopes that it will serve as some sort of memorial to his work for English folk music. Cecil Sharp collected nearly 5,000 tunes, nearly 3,000 in England and the remainder in the Appalachians. "I wish I could have published the whole of the 3,000 odd tunes in the English collection," she comments, "but this was not practicable. I've excluded dance tunes, singing games and sea shanties, but this still leaves 2,470 song tunes or tune versions. Of these I've selected 1,165 tunes comprising 413 separate titles. The song tunes I've excluded were those that were only partly remembered, a very few of the doubtful folk provenance and versions in which the differences were so slight that they threw very little additional light on the tune. Despite these omissions one can say that these volumes contain the corpus of Cecil Sharp's folk song collection. One of its chief values is that versions of each song are assembled together, so that it is easy to make a comparison of them. A great deal can be learned from a study of these tune versions, for they reveal how the creative process of tradition operates by combining the elements of continuity and variation. Hindeleith once said to a pupil, on giving him a copy of the Appalachian collection: 'You want to understand about the process of composition—it's all in this book'.

To two traditional singers will sing identically the same way. Until recently the tune lived by oral transmission and the singer would unconsciously make slight changes in it according to his personal feeling. But only such changes as pleased his fellows would be passed on and survive. So it is true to say that the songs that have come down to us represent the creative and expressive of the English people as a whole and may be regarded as our national heritage.

One school of thought holds that folk songs are debasements of original compositions made by an individual. Maud Karpeles disagrees. "An individual may have had a hand in the composition of a folk tune, but were that the whole story how could we account for the fact that there exist numerous equally fine versions of the same tune, as witness this collection."

These highly-priced volumes are intended basically for libraries, for scholars and music



students, though Maud Karpeles hopes that music lovers will enjoy dipping into them. For popular use she has another two volumes. In the press at the moment called *The Crystal Spring* (Oxford University Press). This is a selection of 440 of the songs—just a single version of each, with gutter symbols added. Some of the songs, or different versions of them, have been printed before, but alas, the majority of Cecil Sharp's song and also dance publications are now out of print, so the forthcoming selection will meet the need that has arisen.

In the definitive edition the tunes and the words are published exactly as Cecil Sharp noted them. Unfortunately, the words are normally far inferior to the tunes. This is probably due partly to lack of memory and partly to the influence of the primed broadsides which almost to the beginning of the present century were circulated among country people and used often to contain bawdy forms of the words.

"Contrary to the opinion that is often expressed, the songs contain little that one

might call bawdy or indecent. In the early part of the century collectors found it necessary to omit some forthright expressions which the freer conventions of the present day would accept without question. Unfortunately, the bringing to light of a few of these outspoken lines has led to a false impression of the original unadorned words. In the true idiom of the people a delicate and often poetic symbolism is in the (usual) which is far removed from the double-entendre of more sophisticated society."

This collected edition is without accompaniment, the way the older generation of traditional singers always sang the songs. "This is perhaps the ideal way of presenting them," Maud Karpeles believes, "for they were conceived melodically and are complete in themselves without harmonic support. I remember once a traditional singer in Dorsetshire, who was criticizing the performance of a radio singer, concluded his remarks by saying: 'Well, I suppose it was very nice for him to have the piano to sing to, but it does make it very awkward for the listener'."

"However, it is possible for a sensitive and perceptive musician to provide accompaniments that do not get into the way of the songs and may even enhance them, provided, of course, that they emerge from the songs itself and are not a mere added embellishment."

Can a professional singer be convincing at home with folk song? Maud Karpeles' extensive experience with present-day professionals has been positive. "The opinion is widely held that folk song lies outside the professional singer's competence and that a well-trained voice is a handicap in the singing of folk songs. This may be true of the singer who regards the production and quality of his voice as an end in itself instead of using it as an instrument to give expression of the song. On the other hand, a good singer will so far have mastered his technique that it does not obtrude but helps him to portray the style and significance of the song he is performing."

"I think that most professional singers of today consider folk song to be beneath their notice. They never become so familiar with them and they mistake simplicity of expression for lack of content. This is, of course, a fallacy, for as Kodaly has said: 'The artistic value of the best folk song is by no means inferior to any great work of art'."

In the earlier part of the century there were a number of professional singers who habitually sang folk songs. There were those magnificent singers, Campbell McLennan and Phinlet Greene, and I am glad to say there is a record of Phinlet Greene singing "The Poor Old Horse". And the other lady there was Stewart Wilson and Clive Carey."

On the other hand, Maud Karpeles believes that the enormous popularity of folk song and folk dance today, especially among young people, has led to a deterioration of standards. "With the songs, the most unfortunate feature has been the confusion between popular songs composed by an individual and authentic folk songs that date back centuries by oral transmission. The saddest, in my view, especially when I think of the struggle that Cecil Sharp had in the early days of the revival to gain recognition for the authentic folk song."

"Also the presentation of the genuine folk song leaves much to be desired. I think that much of the fault comes from the idea that folk song, being the property of those who have little or no education, must necessarily be rough and uncut. But the best of the traditional folk singers—their art, of course, all good—have a fine artistic sensibility which is natural and inherent."

The songs themselves are no mere museum survivals, but are a renaissance of the medieval lyric. "Cecil Sharp's aim in collecting the songs and dances was not to preserve them as relics of the past. He recognized their living vitality and with the real of a missionary he set himself the task of transplanting them from the small village communities where they were being practised to the whole nation. He realized this was one of the best means of doing this was to get them taught in the schools. There were many initial difficulties and controversies, mainly on the question of what constituted a folk song. But Cecil Sharp was not to be deterred and after a fierce struggle with the music authorities he won his way. And at the time of his death in 1924 I suppose there was not a primary school in England in which the songs were not practised."

"I am not one in touch with the educational world, but I understand that in the last years folk music no longer occupies a place in schools that it once did. This seems a great pity because folk music, as Cecil Sharp and also Vaughan Williams knew full well, is the natural basis on which to build a national musical culture. Folk music, like the classical, has stood the test of time. Though it is hard to find the essential qualities of great art and if absorbed in early childhood it will undoubtedly lay the foundations of musical taste."

What are Maud Karpeles' own favourite folk songs? She will not be pinned down. "Whatever I happen to be singing at the moment," she replies. "Times" volumes. Oxford University Press. £41.00 net per set.

Chess player in a world of draughts

David Jenkins on the work of Lawrence Stenhouse

An Introduction to Curriculum Theory and Development. By Lawrence Stenhouse. Heinemann. Pp. 200. £5.50 0435 80850 8. Paperback £2.25 0435 80851 6.

Lawrence Stenhouse is an enigmatic figure in the curriculum landscape; original, evasive, and elusive. Now he has written an important book, *An Introduction to Curriculum Theory and Development*, which is both a text book and a manifesto for curriculum studies.

Stenhouse is a curriculum theorist in the sense that he is a theorist of curriculum. He is not a theorist of curriculum in the sense that he is a theorist of curriculum. He is a curriculum theorist in the sense that he is a theorist of curriculum. He is not a theorist of curriculum in the sense that he is a theorist of curriculum. He is a curriculum theorist in the sense that he is a theorist of curriculum.

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would settle happily for the chess player in a world of draughts. The chess metaphor is apt in another sense, for the ambivalent two-foldness of this book allows Stenhouse to adopt the guise of a chess correspondent licensed to annotate games in many of which he himself not only played but employed the same sacrificial attack.

And yet this paradox is remarkably close to the central theme of the book, for the degree of detachment involved is precisely what Stenhouse sees as the first condition to be met by the curriculum researcher, an ability to see his own ideas not as convictions but as "hypotheses to be tested". This accords with Stenhouse's view that the curriculum problem is mainly concerned with disciplining aspirations by reference to practice. Even the history of the Humanities Curriculum Project may be viewed as it is here as Stenhouse's attempt to examine objectively and dispassionately the effects of trying out in classrooms ideas which just happened to be his own. This in spite of the embarrassing period towards the end of the project when the trial school teachers, preaching the "new professional ethic" of neutral chairmanship, seemed more rights than the Scribes and Pharisees at the centre, concentrating increasing attention on "the content of social science research".

Investigating, then, that the HCP set a foothold on the wider discourse, coming first through an attempt to create "a discipline of discussion", fellow-travelling with Bernstein in that it "explores his area of interest, although not in the light of his theory".

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loural objectives debate. Labelled as "speculative", it is allowed to co-exist with the sociology of knowledge school which incidentally is purely represented in the bibliography, the lion being drawn with the lamb everywhere except in that naughty London Institute.

One problem is how to annotate the various games fairly. Robert Stake is said to have made "a rather odd move" in adopting the term "intent" in his model for evaluation. (Stenhouse prefers "intention".) Some comments are cryptic, even over-sharp ("Young is grossly unfair in attributing to a naive absolutism"). But there is a genuine aspiration to represent viewpoints adequately before judging them. Yet in an account of curriculum planning by behavioural objectives add to be "objectively free from explicit criticism" we learn that the quotes given are "from prominent workers... not unfairly chosen to reach their nodding". Other positions are given even shorter shrift, as when B. F. Skinner is made to "keep company" with Anthony Burgess's "dreams".

At every turn we find the surprising precision, the same taste for ascription, paradox and wit. A few brief examples of the Stenhouse perceptiveness may suffice. "Principles of procedure" tend to be "defined negatively because 'consequences' is more easily achieved in excluding certain procedures as invalid than discriminating among those which claims to validity". Bloom's well-remembered taxonomy, although "rationally" open to progressive improvement, is in practice more open to development through the curriculum of report, in particular fields of study, than through criticism based on observation of classrooms. And a final paradox: Stenhouse sees field study data as "strong in reality" but "difficult to organise" and "complex to test" and which is "weak in reality" although "susceptible to organization".

The core of the Stenhouse thesis can be found in the middle chapters of the book. Following a by now familiar demolition job on curriculum planning by behavioural objectives, we move to the so-called "process model" of curriculum design which builds up from Peter's

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notion of the procedural principles that offer any worthwhile activity its intrinsic standards of excellence. Stenhouse's argument will seem to those who have not learnt his first lesson of curriculum research, curiously excessive; he proposes to give attentive consideration to his own work! ("I want to consider by reference to practical cases whether we can reasonably set about curriculum design by attempting to define the curriculum process... I propose to examine two curricula. Main: a course of study, and the Humanities Curriculum Project.") Yet the account of both projects is novel and refreshing, as they even wilfully acknowledge. MACOS is seen as "speculation about humaneness through a study of behavioural science in a context of value questions". HCP may have devalued its teachers, actually generating incompetence.

Stenhouse is compulsory reading for the present crop of "new wave" curriculum evaluators. He has read everything worth reading and annotated the major variations whether they be "illuminating", "transitional" or "responsive". And yet he ends up distinctly tongue-in-cheek in the field, traditional or modern. Indeed, this volume charts a further more in Stenhouse's growing hostility to the activity of curriculum evaluation as currently practised and conceived. This is partly because evaluation is in direct rivalry in curriculum research. When Stenhouse writes "the posi-

tion assumed by the evaluators is likely to block progress in research-based innovation" he means precisely that, and isn't only thinking of the ambitious Macdonald. The direct way I can think of to represent his intention is to propose a Stenhouse's Law, CR=D+K. Its combine the talents of developers and evaluators, and do so by virtue of a detached view of the propositions they themselves advance, redefined as hypotheses and approached in a spirit of inquiry. Only in this way will it be possible to evolve a research community of teachers, who can turn curriculum development from a social movement based on beliefs into a school-based reflective enquiry concerned with the gap between educational aspirations and curriculum practice. Outside institutions may help, rather in the manner of Elizabeth Richardson at Nailsea.

Sadly the book, less convincing on the methodology of self help which, reflectiveness and pondering the logic of a programme apart, boils down to a choice between the employment of outside consultants and various category-based observation schedules. This lends irony to Stenhouse's earlier assertion that the dichotomy in curriculum may be between "Haig's headquarters and the mud of Flanders". But all in all this is a profoundly important book. It will be read widely, and not only in the Open University, which has made it a set book.

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18 Books/Archaeology

NEW FIELDS OF STUDY

D. H. Trump

British Prehistory, a New Outline. Edited by C. Renfrew. Duckworth £2.50. 0 7156 0671 9. Recent work in Rural Archaeology. Edited by P. J. Fowler. Monograph Press £5.25. 230 00140 6.

The archaeologist frequently finds himself in an embarrassing position. It is suddenly pointed out to him that everything he had been brought up to believe on some point no longer applies and, what is worse, no one can understand how those earlier beliefs could ever have been taken seriously. Then there will be a long time-lag before someone comes along to tell him what he is now to believe—at least until fashion changes once more. Professor Renfrew, in *British Prehistory*, does just this for us.

Here, at last, we have the radiocarbon results, and the reevaluation of the radiocarbon results, assimilated into the story of our country's past. Further, as Renfrew points out in his excellent historical introduction, this opens the way for much more interesting questions. "When?" instead of "What?" and "When?" instead of "What?" The book is even claimed to be, in not quite these words admittedly, a chronology to end all chronologies. For example, the discovery that some hill-forts at least were built before the introduction of iron is only a first step towards the better understanding of how they came about at all. What we are seeing is a welcome change of emphasis towards explanation.

Wise, it was felt that no single person could cope with these exacting demands over so broad a field, but, as so often, strict editorial control is needed to prevent separate contributions from showing up each other's faults. Each one is, however, excellent in itself.

Mellers on the Palaeolithic and Mesolithic makes clear sense of periods which have always been difficult to get into perspective. But radiocarbon has wrought few major changes here, and the scope for explanation remains slight when the surviving material is so deplorably scanty.

Smith on the Neolithic has taken a more rigidly chronological line. It seems a pity to dismiss crumbled camps and henges when they exemplify so well the new demand for explanations. That they have recently been dealt with elsewhere is a poor excuse when the chapters on Scottish tombs and the Iron Age are quite explicitly summaries of recent full-length books.

MEDIEVAL GROUNDWORK

Alan Carter

Fieldwork in Medieval Archaeology. By C. Taylor. Batsford £4.00. 0 7134 2850 3. Paperback £2.50. 0 7134 2872 4.

This is a well-produced and useful book with a deceptive title. The author is absolutely right when summing up the content of the volume to say "all this and much more is still waiting for the Total Field Archaeologist"; how much more is easily seen by anyone looking at either Beresford's *History on the Ground* or, more particularly, Haskin's *Fieldwork in Local History*. Unlike these, or his own *Cambridgeshire Landscape*, which include fieldwork on both the standing structures and topography of existing villages and towns, Taylor's approach here is essentially earthed (fields, the earthworks of deserted villages, castles, etc.) and restricted to the surface of the ground. These limitations, however, are far less worrying than the author's ambivalent attitude to the status and role of medieval archaeology. He appears to suggest that on one hand it can stand almost on its own—most archaeologists... at best will only want an historian to provide them with information in order to find or interpret... sites; on the other (and with far more truth) that "it

The extra space needed for the Neolithic—here 28 pages—could surely have been won from the Bronze Age's 58 pages of text and 39 of footnotes. Once Rutgers gets away from his bronze typologies, he too has very worthwhile points to make, as on the social significance of secondary burials and the origins of the water cult. He also gives us a masterly judicial summing up of this controversial Wessex/Mycenae link, but I remain uneasy about the present popularity of astro-archaeology. How many readers need the news item that the sunrise on midsummer morning, 1974, was the first to be visible from Stonehenge for 10 years? And we are supposed to be in a warm, dry, unexceptional of the post-glacial climate. Circular arguments are commoner than circular stone-settings.

Can life perhaps comes closest to what the culture clearly had in mind: chronology, reassessment of interpretation, a search for explanation are all admirably discussed in their Iron Age setting. Yet one can understand the relief, dangerously misleading though it is, felt by the historians when at last they have someone, Julius Caesar, to tell them what really happened.

British Prehistory is a book that many will need on their shelves. Most readers will be content to follow Renfrew's Archaeology from a library. It is not easy to deal fairly in a short review with the nine separate articles brought together by P. J. Fowler. Perhaps the best would be to pick out those which offer the most stimulating new ideas.

Wainwright on the henges gives us just those attempts at explanation which were lacking in the other volumes. Mackie treats the phenomenon of the brochs, equally usefully, though not everyone may be convinced by his unit of measurement argument. Taylor's theme is caution rather than explanation—do maps not distribution of finds or distribution of research? Caution is also stressed by Wade-Martin, who shows that the plans of his Norfolk villages have altered several times between their Saxon foundation and the more accurate surveys in recent times, and that any interpretation must allow for this.

What shines through all these articles is the fascination of every corner of the English countryside, readily available to anyone who cares to ask. It directly questions about its past.

POTTERY: SAXON TO SAINTONGE

Lloyd Laing

Medieval Pottery from Excavations. By Vera I. Evison, H. Hodges and J. G. Hurst. Adam and Charles Black £4.50. 0 212 97109 7.

Since 1934, when Dr G. C. Dunning published his pioneer study of imported medieval polychrome pottery in England, he has led the study of medieval pottery in Britain and through his work has done much to advance medieval archaeology as a whole. It is appropriate, therefore, that this *Excavations* should be a collection of studies on medieval pottery, though it should not blind the reader to Dunning's achievements in other fields.

In all, the volume is a worthy tribute, and the editors must be congratulated on bringing together the 10 studies in a single book. The first part discusses mainly technical aspects of medieval pottery, and of the studies in this section the most useful is undoubtedly John Muesy's study of the topology and structure of medieval pottery kilns in Britain. It is, as he remarks, the 'apogee' chapter, by Henry Hodges, is in many ways the most

useful, being a general discussion of the status of the pottery in medieval society which has no bearing on pottery from excavations. Four studies cover the Anglo-Saxon period; of these the provisional survey by Philip Rainz of the pottery of Somerset from the end of the Roman period to the Norman Conquest is among the most useful, though Martin Biddle's study of Winchester Ware, a class of late Saxon glazed pottery, also has later implications for the study of late Saxon ceramics as a whole.

The most important papers are those relating to later periods. Barbara Backmann's survey of Slagburn ware from the twelfth to the fifteenth century listing and illustrating nearly 200 types, is of fundamental importance in the study of early stonewares, while John Hurst's study of sixteenth and seventeenth century Saintonge wares will be found invaluable by excavators in this country.

The illustrations are of a uniform high standard throughout, but the plates are greyish and Plate V is uninformative.

Scotland: An Archaeological Guide. By Evan W. MacKie. Faber, £5.50. 0 571 09871 1. Paperback £2.95. 0 571 0735 4. Describes a representative selection of Scotland's archaeological monuments, giving a good sample of Scotland's pre-medieval history. It is designed for the well-informed tourist rather than the archaeologist but that will not stop the specialist using it to get around. Descriptions are concise, telling you just enough to understand the sites, and directions are clear.

Houses, Villas and Palaces in the Roman World. By A. G. McKay. Thames & Hudson. Aspects of Greek and Roman Life £8.00. 0 500 40023 7. Provides general discussion of the principles, architecture and decoration of Roman housing at all social levels. It lays heavy emphasis on Italian examples but discusses Etruscan and Hellenic origins and surveys the provincial situation. Replete with ground plans, reconstructions in line drawings and good photographs. It produces a wealth of information under one cover.

The Cornovii. By Graham Webster. 0 7156 0832 0. *The Trinovantes.* By Rosalind Dunham. 0 7156 0842 8. Peoples of Roman Britain Series. Duckworth £6.95 each.

Under the general editorship of Dr Keith Branigan, and with the appearance of its third and fourth volumes, the Peoples of Roman Britain series is now firmly launched. If one of the earlier volumes was a little shaky, there is no sign of that in *The Cornovii*, by one of the masters of Romano-British archaeology, or in *The Trinovantes*, by one of that small group of younger archaeologists who have done so much in recent years to realise the opportunities offered by archaeology in towns.

These two books follow the same framework as the previous volumes, dealing with the pre-Roman state of the tribes, its history down to AD 367, the routes and towns of its territory, rural settlement, industry and the economy, and 'the late fourth and fifth centuries'. As more volumes appear this framework grows in value, allowing comparisons and contrasts to be drawn across Britannia as a whole, and providing a useful basis for study both in the sixth form and at university. When the books are so up to date (each refers to discoveries as recent as 1973), this value is doubled and ensures the coherence of the whole series.

One innovation is particularly important. For many years Romano-British studies were pursued between the safer limits of Claudius's invasion in A.D. 43 and Honorius's rescript of A.D. 410. Gradually, the frame of reference was pushed back into the essential background of Iron Age Britain—reviewed in the first chapter of these books. More recently, the later boundary has been crossed in both directions by foraging parties from among Romano-British and Anglo-Saxon scholars. The first fruits of their results began to appear 10 years ago, but much of the work and most of the discoveries are very recent indeed. Fortunately, they are now summarised for the non-specialist in the final chapter of each volume in this series.

They are little short of revolutionary in their implications for the origins of Anglo-Saxon England, and for the realisation that it was not so much on the ashes of Rome, as in the defence of the Romano-British provinces, that Germanic people first settled in this island. Whether it is the presence of the Irishman Cunorix in later fifth-century Wroxeter, or the series of structures in the ruins of the baillie there which 'could only have been conceived and occupied by a person of outstanding power and influence', or whether it is the village of Germanic mercenaries at Mucking overlooking the first great bend of the Thames, archaeology is now beginning to rewrite—perhaps write for the first time—the movements and history of these years.

Martin Biddle

ANGLES SAXONS, JUTES AND FRANKS

Charles Thomas

The Northern Barbarians. By Malcolm Todd. Hutchinson University Library £5.50. 0 09 122220 6.

This is a straightforward, business-like, and very badly needed book. Malcolm Todd knows his sources at first hand. He also knows how to organize his material to best advantage, and writes in a terse but thoroughly readable style that no means a constant concession to scholarship. His 'Northern Barbarians' have nothing to do with the Picts, Scots, or Hibernians; they are the early Germans, the most important group of these peoples who lived outside the bounds of the Roman Empire in Europe. Chiding, quite rightly, his contemporaries for having paid more attention to the 'Celtic' than to the 'Germanic' Dr Todd now gives a digest of a good many fruitful decades of archaeological work in Northern Europe, most of it published in German, or in Scandinavian or Slavonic languages, and sets this against the background of classical ethnographic writings. In this latter field, too, he shows the same confident scholarship, correcting Caesar's over-enthusiastic generalizations, and helping us to many points to fresh understandings of Tacitus's great Germania.

There is, naturally, a good deal of purely archaeological evidence, much of it concerning prehistoric pottery, with drawings, that the archaeologist but that will not stop the specialist using it to get around. Descriptions are concise, telling you just enough to understand the sites, and directions are clear.

Houses, Villas and Palaces in the Roman World. By A. G. McKay. Thames & Hudson. Aspects of Greek and Roman Life £8.00. 0 500 40023 7. Provides general discussion of the principles, architecture and decoration of Roman housing at all social levels. It lays heavy emphasis on Italian examples but discusses Etruscan and Hellenic origins and surveys the provincial situation. Replete with ground plans, reconstructions in line drawings and good photographs. It produces a wealth of information under one cover.

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Martin Biddle

FROM OUR OWN CORRESPONDENT

Michael Yates

The Times Reports: The American Civil War. Edited by Hugh Brogan. £5.25. 0 127 8. *Nottingham Government 1934.* Edited by Colin Bell. £5.25. 0 127 6. *The French Revolution.* Edited by Neil Ashman. £3.99. 7250 1129 4. *Times Books.*

What is nice about *The Times Reports* is that they attack the problems of history on two fronts. The bulk of the text is contemporary, and unembellished by hindsight. Crises and judgments stand alongside perceptions. At the same time, the editors offer a commentary that in the best case (Brogan's essay on *Texas attitudes at the time of the American Civil War*) is not afraid to be scathing. The result is a reading of reason between the main text and the commentary that drops the burden of judgment squarely on to the reader.

The technique works best in the American book because this is the period in which *The Times* was so much involved in predicting results of its own in its sympathy, that it is a good account of the background and is interesting as the reporting itself. It provides plausible pieces of the puzzle involved in producing the newspaper, feeding in arguments, and in some cases expressing its opponents.

Extracts in this volume cover the whole period of the war, and range from political reports, battle stories, letters and letters. The editor has been afraid to offer the occasional dull stuff, if only to throw the better reporting into relief. The bit of Fort Sumter was missed by *The Times* correspondent, who

could offer only other people's accounts along with a detailed description of shattered masonry. But at its best, *Times* reporting had the simplicity and immediacy which is sometimes supposed to be a twentieth century invention. One beautiful example of "the reporter as hero" occurs in the *Times* of Alabama: "What are you afraid of?" said I to the man who was running beside me, "I'm not afraid of you," replied the ruffian, leveling his piece at me and pulling the trigger. "The gun did not go off," I was informed, and I did go off—no fast as I could."

A rundown on the more mundane aspect of war is provided by the City Page article about the money market and Yankee monetary policy. Economic journalism at times of social upheaval always misses the heat; against the background of Abe Lincoln, General Grant and slavery, it looks absolutely hilarious.

If the volume on *National Government* appears less exciting, it may be for something of the same reason. The background is an economic one, and this prevents the subject being drawn in broad strokes. In this volume, *The Times* does not really come alive as an actor in its own right. *Times* were grey and *The Times* was grey with them.

The French Revolution in The Times has a quaintness and a bitterness explained by the litigiousness of the revolutionaries, the editor's attempt to keep the revolution out of the paper, and some historical families—a totally fictitious account of the death of Robespierre followed by a more sober (and truthful) account two days later. The result manages to be enthralling.

QUESTION BANKS

Colin Bayne-Jardine

New Syllabus Tests: History. Book 4 Britain 1760-1914. Book 5 Britain 1815-1955. By Peter Lane. Methuen Educational. 77p each. *Objective Tests in D Level History: Europe and the Modern World 1870-1970.* By Ernest Clarke. John Murray. 80p.

The two additional volumes to the Methuen series contain a further useful bank of questions using a variety of techniques, such as multiple-choice, sentence completion and comprehension based on a short extract from a document, a cartoon, a map, or a photograph.

A criticism here is that cartoons from Punch are becoming over-used for such tests. There is a danger that our perspective of the past will become somewhat quirky. A question on the cartoon showing the German boy asking the English boy why he is falling out of the German's pocket? Interesting questions regarding savages and national stereotypes are, of course, avoided.

Such a bank of questions is a useful addition to a history teacher's armory but all such books should carry a serious warning. If this sort of test paper begins to dominate history teaching then students will develop a simplistic and telegraphic view of history. Answers to most questions raised by a study of history cannot be found set out neatly at the end of a book.

Ernest Clarke's book is intended for O level students and illustrates that these sort of questions are not always carefully thought through as in the case of multiple-choice tests discussed in this review. However, we must be constantly on our guard against reducing history to a dull framework without life or sparkle in our efforts to make it simpler to teach large numbers of students.

tend to be reduced to simple and single reasons. As a matter of interest one penny buys more test items in the Methuen series than in either of the other series. However, it is important to note that the books in the Methuen series do overlap.

Modern European History: A practical guide. By R. R. Sellman. Edward Arnold. 88p. 0 7131 1827 N.

The danger inherent in the over-emphasis of new techniques of assessment in history are neatly brought out in this book. European history from 1789 to 1970 is reduced to a series of notes, diagrams, and maps. The author points out that the book is only intended as a framework to be filled out but then fails to give the student any guidance as to further reading.

The book is in black and white throughout and will please a Mr. Gradgrind. It will certainly not encourage students to question or to read with interest and care. The maps are usefully linked to the text but they are small and sometimes far from clear. On page 47 the original Schlieffen Plan is shown as crossing the Dutch territory of the Maasvlucht appendix. It is not clear from the map that this is Dutch territory nor is there any explanation of the reason for the narrow German front at Liège in 1914.

Any system of assessment which encourages basic notes of this sort must be suspect. We must be ready to adopt and to use new techniques of assessment, especially when they have been carefully thought through as in the case of multiple-choice tests discussed in this review. However, we must be constantly on our guard against reducing history to a dull framework without life or sparkle in our efforts to make it simpler to teach large numbers of students.

ASPECTS OF BOSTON

An Atlas of Boston. By F. Mohr and N. Wright. £3.60. 0 902662 58 7. *Boston at War.* By Al. Middlebrook. £1.20. 0 902662 62 7. *History of Boston Series.* Numbers 10 and 12. Richard Kay Publications. 80 Stoughton Road, Boston, PE21 8EU.

These publications represent a very good standard of local history and for a town of Boston's size they are outstanding products. Martin Middlebrook, an established war historian, looks at Boston's contributions to the Boer War and the two World Wars. He follows the fortunes of Boston men at the front, at sea and in the air. He describes recruiting campaigns and their relative effectiveness in Boston and the nearby villages; and he records how Boston civilians got through the dangers and privations of a poor war.

The atlas is on a larger page size and accommodates 24 maps and plans, nine of them reproductions of originals dated between 1675 and 1972. The other maps have been specially drawn, some of them in several colours and depict various aspects of Boston, including its regional setting, land use, ages of buildings and boundaries at various dates.

There is a commentary on the maps, which draws out significant interpretations and sets limits to the reliability of the other maps as historical source material. Where appropriate supporting statistical information has been included and sources are fully acknowledged.

Denise Mills

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Lady Bountiful is dead

Patricia Tudor, Pre-School Playgroups Association, reviews developments in this lively movement where the emphasis is now on self-help

"My husband was furious—someone slashed the car tyres when I was visiting the playgroup. A four-year-old threatened me with a flick-knife, and the supermarket next door had boarded up its windows and given up replacing the glass. It's a rough, tough area!"—This is not from the report of a local authority social worker. They are the comments of a volunteer organizer from the playgroup movement on her weekly rounds. It is a far cry from the too commonly accepted image of middle class nursery as playgroup patron, but is rapidly becoming an indication of the changing emphasis of the playgroup movement.

The Pre-School Playgroups Association started 14 years ago. Lack of nursery schools gave birth to do-it-yourself, and the idea spread like a bush fire through middle-class suburbia. The original pioneers had little thought beyond providing the stop-gap measure of a substitute nursery for their children. Misguided critics accused playgroup people of slowing down the progress towards more state provision, but it seems far more likely that the thousands of families involved in playgroups have contributed significantly to the nursery campaign lobby and the Government's subsequent response.

Serendipity played its part in PPA's discovery that parent-involvement had positive benefits. Parents had to get together to organize a group, find premises, raise money,

look after it, hire a supervisor to look after the children and generally share responsibility. Mothers were needed to help within the group, because the money would not pay for more than one permanent leader. So the "raja mami" appeared.

Many of them became so interested that they helped to organize other groups and the movement spread. Others found great comfort: "I always feel cosy, they need me, and I used to be so lonely." It is a common cry among young isolated mothers who have found support and friendship themselves after bringing their child to the group for the first time.

Another phenomenon began from this involvement. Mothers wondered about the purpose of the play activities they saw and asked to know more. Playgroup courses began. The variety of these courses has been one of their strengths, as avoidance of a rigidly laid down syllabus meant that the immediate needs of those attending them could be met.

Courses vary in length and content from a few informal sessions with mothers at their playgroup, probably free and run voluntarily by the local branch of PPA, to a year-long day a week course organized through the local adult education establishment. In 1973-74 more than 15,500 people attended 803 courses known to PPA in England and Wales, and while this statistic does not cover every course operating it does indicate the amount of interest shown. Fifteen years previously, no such courses existed.

The demand for courses has

caused adult education colleges to request help in organizing them, and PPA is about to publish *Guidelines for a Foundation Course* which has been worked out with the DES. The association is convinced that a tutor familiar with and sympathetic to playgroup experience is essential to the success of a course.

There are 21 tutor courses, many of them attached to university institutes of education, which are now experimenting with training people able to relate confidently to students who may vary in the same group, from university graduates to illiterates. The task is not easy. But education is one of the fields to which PPA feels it has made a significant contribution, where the needs of the child are not divorced from the needs of its family but are seen as indivisible.

The realization that playgroups were no longer merely a stopgap for "bringer" nursery provision but were achieving results in enabling families to take positive steps towards helping themselves led PPA to adopt new aims at its 1974 annual meeting. These state in part: "PPA exists to help parents to understand and provide for the needs of their young children."

With many others in the nursery field, PPA feel that the traditional type of provision is no longer enough. Playgroups should have a place in a range of services for pre-school children and their families, and parents should be encouraged to be involved much more widely in nursery schools. PPA also exist to: create and maintain a network of voluntary and professional support for playgroups and other



Fathers are welcome too. Story-time for a playgroup.

services in collaboration with the statutory bodies.

The 1972 White Paper mentioned playgroups as being worthy of support in their own right, and local authorities were advised to consult with the voluntary as well as the statutory bodies when planning pre-school provision.

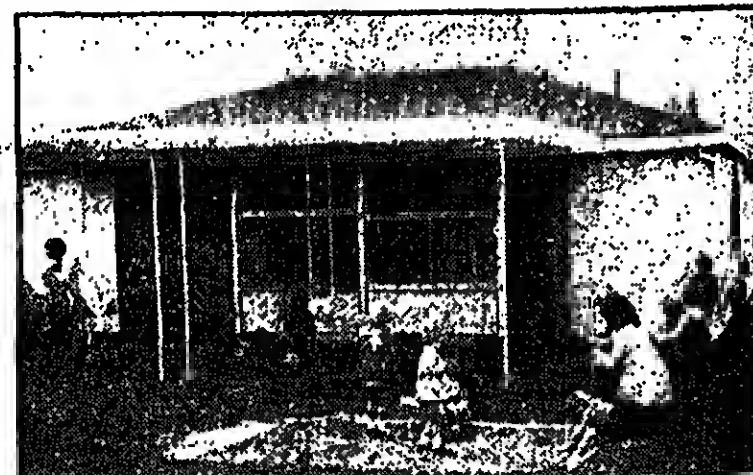
PPA now feel strongly that families living in stressful conditions can be supported enough to help themselves, given the right approach. Lady Bountiful is no longer acceptable. The National Children's Bureau's Spring 1972 edition of *Concern* summarizes a report on the Bureau's family advice service project. Aryeh Leissner states: "The difficulties of bringing about community participation should not be underestimated. . . . Nevertheless, the setting up of management organizations which consist mainly of professional and middle-class volunteers should not be considered even as an interim step. . . . their very success . . . reinforces the tendency to rely on elite groups to let

them do it, which perpetuates apathy in the community."

PPA agree completely with this, and their special needs committee concern themselves with groups outside the normal set-up, into which category come inner city playgroups and their support. So far, industrial estates, where PPA are trying to promote good caring facilities which allow the working mother to play her part.

Lady Plowden, PPA's president, has taken the initiative in convening a series of seminars where all organizations concerned with under-fives meet. A conference was recently organized jointly by PPA, British Association for Early Childhood Education, National Campaign for Nursery Education and ONCE (Organisation Mondiale pour l'Éducation Pré-scolaire).

Thus PPA demonstrate their willingness to define areas of common ground and promote good relations with other organizations. Competition is not in PPA's vocabulary, but co-operation is within its capital letters.



A MACE nursery unit erected for Surrey County Council at Mitchett.

settle down much more quickly. So we are particularly pleased by the way this unit helps to create this link with home."

Surrey plan to erect more in September and some London boroughs are also ordering them. They result from the desire of Mace to find the cheapest and most effective way of providing the extra facilities needed for the 70,000 nursery places for which the Government set aside £34m in 1973 as the first stage of a 10-year expansion programme in England.

Mace's team worked closely with teachers and the architect's department of Surrey County Council (a founder member of the consortium) and came up with a "package deal" which offered local authorities four basic pre-fabricated units designed to be built at existing schools.

Housing between 20 and 60 children each, they can be erected in only three months from the moment of site preparation to the arrival of the first children. Standard 20-place units with a play area of 53.5 square metres cost £15,503, while the biggest which have 151.4 sq m for play cost £34,701. These are reckoned to be very competitive prices for permanent structures, even allowing for the additional 20 per cent which is needed to cover design fees and the specifications for each individual site. Moreover, the more authorities which place orders the more likely the price is to come down—and certainly Surrey report that there has been considerable interest in the Mace unit, school from all over the country as well as Northern Ireland.

The cheerful, homely atmosphere stems from the high roof, big picture windows, and modern decor, which incidentally includes smart, heavy-duty chairs.

There is a choice of two layouts in each of the four sites, though all the designs include a large central play area with an easy-to-wash vinyl floor, dotted with chairs and tables where children can play with water, sand, modelling clay, glue, etc. Round the edge is a carpeted

and the storage area is conveniently on the opposite side. The window units are at shelter and used effectively as shelving, and there is no staff lavatory. As these are details and basically it is working extremely well."

Surrey education department will hope to provide another 500 nursery places over the next two years. In this way, i.e.s are not only able to give pre-school children the opportunity to benefit from nursery education, but also provide them with a strong personal link with the school they will be entering in five years.

Re-advertisements

headmaster/ headmistress

ASHFIELD COMPREHENSIVE SCHOOL
Sutton Road, Kirkby in Ashfield, Notts.
Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of the above school.

Number on roll: 1,930. Salary Group: 13
Vacancy to be filled 1st January, 1976 or as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7DP.

Closing date 14th August, 1975.

Nottinghamshire
County Council
County Hall West Bridgford
Nottingham NG2 7DP

SECONDARY
Commercial Subjects
continued from page 24

SOLIHULL
EDUCATION DEPARTMENT
SCHOOL OF COMMERCIAL STUDIES
111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429, 431, 433, 435, 437, 439, 441, 443, 445, 447, 449, 451, 453, 455, 457, 459, 461, 463, 465, 467, 469, 471, 473, 475, 477, 479, 481, 483, 485, 487, 489, 491, 493, 495, 497, 499, 501, 503, 505, 507, 509, 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1923, 1925, 1927, 1929, 1931, 1933, 1935, 1937, 1939, 1941, 1943, 1945, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025, 2027, 2029, 2031, 2033, 2035, 2037, 2039, 2041, 2043, 2045, 2047, 2049, 2051, 2053, 2055, 2057, 2059, 2061, 2063, 2065, 2067, 2069, 2071, 2073, 2075, 2077, 2079, 2081, 2083, 2085, 2087, 2089, 2091, 2093, 2095, 2097, 2099, 2101, 2103, 2105, 2107, 2109, 2111, 2113, 2115, 2117, 2119, 2121, 2123, 2125, 2127, 2129, 2131, 2133, 2135, 2137, 2139, 2141, 2143, 2145, 2147, 2149, 2151, 2153, 2155, 2157, 2159, 2161, 2163, 2165, 2167, 2169, 2171, 2173, 2175, 2177, 2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 2251, 2253, 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BOROUGH COUNCIL OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
DEPARTMENT OF BUSINESS AND MODERN STUDIES
LECTURER (GRADE 1)
IN GENERAL EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Marine and Technical College, St. Peter's Avenue, South Shields, Tyne and Wear NE11 6GF, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

COUNTY OF SOUTH GLAMORGAN
LLANDAFF COLLEGE OF TECHNOLOGY
Applications are invited for the post of Lecturer, Grade 1, which becomes vacant in September, 1975.
MANAGEMENT AND LIBERAL STUDIES DEPARTMENT
Applicants should be able to offer German or French as a foreign language and be able to teach English to foreign students. He/she will also be required to make a contribution to the teaching of Liberal Studies. Applicants should be graduates or have equivalent qualifications.
Salary Scale: £1,869-£3,633 + Threshold (under review).
Application forms and further information may be obtained from the Principal, Llandaff College of Technology, Western Avenue, Cardiff, telephone Cardiff 561231, and completed forms should be returned within 14 days of the appearance of this advertisement.

COUNTY OF SOUTH GLAMORGAN
RUMNEY COLLEGE OF TECHNOLOGY
This post is available for September, 1975, or as soon as possible thereafter.
75/3 Lecturer I in Economics
To teach Economics at G.C.E. "O" and "A" level and possibly Commerce or an allied subject to Commercial courses. Applicants should be graduates and preferably trained or experienced teachers.
Salary: £1,869 to £3,633 plus threshold. The position to the scale is determined by approved qualifications and experience.
Application forms and further details may be obtained from the Principal, Rumney College of Technology, Trowbridge Road, Rumney, Cardiff, CF3 8XZ. Tel: 78615. Completed forms to be returned within 14 days of this advertisement.

SOUTH GLAMORGAN Education Authority
WELSH COLLEGE OF MUSIC AND DRAMA (Re-advertisment)
SENIOR LECTURER IN DRAMA
Salary: £4,208 to £5,610, plus Threshold (Under Review)
Applications are invited for this post to take effect as soon as possible. The successful candidate will be required to assist mainly with the Graduate Diploma Course. Graduate and Teaching qualifications and professional experience in play production essential. Ability to assist in one or more of the following specialisms would be an advantage:
Drama/Theatre in Education; Theatre History; Design

COLLEGES OF FURTHER EDUCATION continued
ESSEX
BASILDON COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Basildon College of Further Education, Basildon, Essex, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

CARDIGAN COLLEGE OF FURTHER EDUCATION
TEL. CARDIGAN 2032
Lecturer Grade 1 in Brickwork
Applications are invited from candidates with suitable technical qualifications to teach subjects in the C.I.T.B. Brickwork Course and also the G.C.I. Part-Time Day Courses. Teaching experience or possession of the Technical Teacher's Diploma desirable.
Salary Scale: £2,469-£4,377
Starting point on scale dependent on qualifications and experience.
Applications are invited from men and women with suitable academic qualifications and appropriate industrial experience to teach subjects in the Technical Teacher's Diploma Course. Teaching experience or possession of the Technical Teacher's Diploma desirable.
Salary Scale: £2,469-£4,377
Starting point on scale dependent on qualifications and experience.

CITY OF MANCHESTER EDUCATION COMMITTEE
Re-advertisment
Openshaw Technical College
Whitworth St., Openshaw, Manchester M11 2WH
Department of Mechanical Engineering Construction
LECTURER I IN AIR CONDITIONING-REFRIGERATION
To teach related subjects to technician and diploma students. Candidates must have appropriate technical qualifications and industrial experience.
Salary scales £1,869-£3,633 according to experience and qualifications.
Further details and application forms may be obtained from the Principal at the above address.
Closing date: 5th September, 1975

HERTFORDSHIRE COUNTY COUNCIL
DEPARTMENT OF EDUCATION
LECTURER (Grade 1) in PHYSICS
Applications are invited for the post of LECTURER (Grade 1) to teach PHYSICS, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Hertford College of Further Education, Hertford, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC
Department of Pre-Clinical Studies
LECTURER (Grade II)
in Physiology and/or Biochemistry or Dietetics
Applications are invited for the above full-time post to commence as soon as possible. Candidates must have suitable academic and/or professional qualifications and some teaching experience.
Initial salary dependent upon good qualifications and experience within the Burnham Scale ranges: £3,279 to £4,476 plus, per annum, plus threshold payment. The post is pensionable under the college's own scheme.
Detailed applications, including a curriculum vitae and naming two referees, should be sent to:
The Oseo, Anglo-European College of Chiropractic, Cavendish Road, Bournemouth, Hampshire BH1 1RA

CARDIGAN COLLEGE OF FURTHER EDUCATION
TEL. CARDIGAN 2032
Lecturer Grade 1 in Brickwork
Applications are invited from candidates with suitable technical qualifications to teach subjects in the C.I.T.B. Brickwork Course and also the G.C.I. Part-Time Day Courses. Teaching experience or possession of the Technical Teacher's Diploma desirable.
Salary Scale: £2,469-£4,377
Starting point on scale dependent on qualifications and experience.
Applications are invited from men and women with suitable academic qualifications and appropriate industrial experience to teach subjects in the Technical Teacher's Diploma Course. Teaching experience or possession of the Technical Teacher's Diploma desirable.
Salary Scale: £2,469-£4,377
Starting point on scale dependent on qualifications and experience.

CITY OF MANCHESTER EDUCATION COMMITTEE
Re-advertisment
Openshaw Technical College
Whitworth St., Openshaw, Manchester M11 2WH
Department of Mechanical Engineering Construction
LECTURER I IN AIR CONDITIONING-REFRIGERATION
To teach related subjects to technician and diploma students. Candidates must have appropriate technical qualifications and industrial experience.
Salary scales £1,869-£3,633 according to experience and qualifications.
Further details and application forms may be obtained from the Principal at the above address.
Closing date: 5th September, 1975

Ipswich Civic College
SCHOOL OF COMMERCE AND MANAGEMENT
(Required as soon as possible)
LECTURER II in ACCOUNTANCY
A qualified Accountant is required, able to teach Costing and Management Accounting to final professional level. Additionally, the successful candidate will be expected to teach Financial Accounting and allied subjects.
Salary: £2,970 to £4,208 (under review).
Information relating to progression to higher salaries than £4,208 will be forwarded with the application form.
Further details and application forms can be obtained from the Principal, Ipswich Civic College, Rope Walk, Ipswich IP1 4LT, to whom application forms should be submitted within 10 days of this advertisement. Please quote post number 4/19.

TRENT POLYTECHNIC NOTTINGHAM
(Incorporating Nottingham College of Education)
TEMPORARY LECTURER GRADE 2
(£3,279-£5,493 pa)
To assist with teaching DRAMA to Certificate of Education, B.E.D. and BA Humanities.
Experience to practical as well as literary aspects essential. Technical expertise would be an advantage. Responsibilities include improvisation approaches to dramatic texts and professional teaching training on drama. Opportunities exist to assist in planning a Creative Arts Degree.
Form of application and further details available from the Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Closing date 6 August, 1975.

SINGAPORE POLYTECHNIC
We invite applications for the following:
SENIOR LECTURERS • LECTURERS • ASSISTANT LECTURERS
in MECHANICAL/PRODUCTION/ELECTRICAL/MARINE ENGINEERING CIVIL ENGINEERING AND BUILDING NAUTICAL STUDIES
Singapore Citizens and others interested in working in Singapore are especially welcomed to apply.
QUALIFICATIONS AND EXPERIENCE
1. Applicants should hold a Degree or Professional qualification. HNC/HND qualifications will also be considered.
2. Preference will be given to those with practical experience in the appropriate field. Applicants with HNC/HND qualifications must have a minimum of seven years' post-qualification professional experience.
3. Applicants for the posts in the School of Nautical Studies should hold either a Degree in Nautical Studies/Naval Science or Certificate of Competency as Extra Master or Captain of Trade and Industry Certificate of Competency as Master (Foreign-Going).
GROSS SALARY RANGE
Senior Lecturer £4704 to £5532 per annum
Lecturer £2772 to £3124 per annum
Assistant Lecturer £2486 to £2828 per annum
(Currency Exchange Rate: £1 = S\$5.20)
The point of entry will depend upon qualifications and experience.
Since inception in 1954, the Singapore Polytechnic has grown to a major tertiary institution and the student population at present is approximately 7,000. The Polytechnic will be moving to its new campus located on a 33-hectare (81-acre) site in 1977.
Please apply giving full resume direct to The Registrar, Singapore Polytechnic, P.O. Box 223, Singapore, Republic of Singapore.

The University Elementary School
Jundi Shapur University
Ahwaz, Iran
Required for September, 1975, 3/4 Teachers:—
2 Infant, Grades 1 to 11 (5 to 7 years)
2 Junior, Grades 11 to 12 (11 to 12 years)
Applications are invited from qualified and experienced teachers to teach in a university laboratory school.
Jundi Shapur University is the most rapidly expanding of the five state universities in Iran. Recently the College of Education opened an elementary school on campus. The principal aim of this school will be to improve teaching quality and knowledge through research observation, and demonstration and also provide clinical experiences to students of education and psychology. Pupils in the school are mostly from university faculty families and Iranian with some American and British. Plans are in operation to expand this school to include a Nursery, Junior High, and High School to cater for all grade levels from Nursery through High School 14 to 17 years. The schools will be bilingual (Persian and English) and Persian.
Appropriate teachers will be required to:—
Teach heterogeneous and individualized groups of students;
Be willing to work in a team-teaching situation in teaching and developing instructional materials;
Be willing to develop curriculum for a full range of programmes;
Teach English as a foreign language to Iranian pupils.
Preference will be given to experienced teachers interested in a programme of development utilizing the latest innovative teaching methods and techniques and who have a successful record in teaching reading and mathematics. Previous experience abroad is advantageous. Single teachers or married couples are preferred.
TERMS
Salary commensurate with experience, will be to the range of \$15,000-20,000 (£3,280 to £4,300) per annum. Local costs covered by the university. Local costs include accommodation and medical coverage. Local costs return of passage on completion of one-year contract, which is renewable.
Letters of application including detailed curriculum vitae, references of references, photograph, and copies of available diplomas and degrees, by air mail to Times Educational Supplement Box 752, 1834, The Times WC1X 8EZ, for immediate consideration. Interviews will be held in London in July.

WALTHAM FOREST COLLEGE
WALTHAM FOREST COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Waltham Forest College of Further Education, Waltham Forest, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

COLLEGES OF FURTHER EDUCATION continued
WILTSHIRE
WILTSHIRE COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Wiltshire College of Further Education, Wiltshire, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

STAFFORDSHIRE
STAFFORDSHIRE COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Staffordshire College of Further Education, Staffordshire, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

WAKEFIELD (City of)
WAKEFIELD COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Wakefield College of Further Education, Wakefield, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

WALTHAM FOREST COLLEGE
WALTHAM FOREST COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of LECTURER (Grade 1) to teach ENGLISH LANGUAGE and HISTORY, mainly to G.C.E. and Secretarial students.
Candidates should have graduate qualifications and preferably have had teaching training. The successful applicant will be required to commence duty on 1st September, 1975, or as soon as possible thereafter.
Further details of this vacancy and application forms may be obtained from the Principal, Waltham Forest College of Further Education, Waltham Forest, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.
R. STRINGER, Director of Education

UNIVERSITY COLLEGE CORK
Temporary Full-Time Assistant in Social Administration
Applications are invited for an appointment as Temporary Full-time Assistant in Social Administration in the Department of Social Theory and Institutions. Candidates should have a postgraduate degree in Social Administration or in the sociology or the economics of the Social Services.
The appointment will be tenable for one year from 1 October, 1975.
Salary: Within the range £3,335-£3,662 p.a.
Applications (in triplicate) together with the names and addresses of not more than three referees should be forwarded to:
Professor of Social Theory and Institutions, University College, Cork, from whom further details may be obtained. Latest date for receipt of applications is Friday, 29 August, 1975.

MINISTRY OF DEFENCE
Burnham Lecturer Grade 1
IN THE OVERSEAS ENGLISH WING, ARMY SCHOOL OF LANGUAGES, BEACONSFIELD
Applications are invited from suitably qualified teachers to fill this post as soon as possible.
DUTY: Principally to teach English as a foreign language to a variety of service students from the British Commonwealth and Foreign Forces using course material for specific military purposes designed in the Army School of Languages. The teacher may be called upon to assist in the design and production of course material and audiovisual aids and to undertake special duties for external visits to military displays and courses of interest. The teacher may also, if possible, be called upon to assist in foreign language teaching to British service students. Teachers are also expected to take special interest in the welfare of students under their control.
QUALIFICATIONS: Teaching qualification and experience are essential. Preference will be given to applicants with qualifications in the teaching of English as a Foreign Language. Knowledge of Modern language teaching techniques is essential.
SALARY: In accordance with the current scales for Teachers in the Ministry of Defence, the salary will be £3,335 p.a. plus threshold. A non-pensionable allowance of £400 p.a. will be paid for the slightly longer teaching year.
SUPERANNUATION: The superannuation is superannuable under the Teachers Superannuation Scheme.
APPLICATIONS: Requests for application forms and further details should be made to the Director of Education, L.C. (54/1), Room 39, Tower House, Theobalds Road, London WC1X 8BT and completed applications should reach the Ministry of Defence by 26th August, 1975, enclosing reference A37320.

WARWICKSHIRE SOCIAL SERVICES
Knowle Hill School
QUALIFIED TEACHER
Burnham Scale 1 plus £462 per annum approved school allowance
Knowle Hill School, Knowle, is a former approved school but is now being integrated into the Knowle Child Care Service in Warwickshire to a therapeutic establishment for an average number of 30 pupils. The school is situated in rural surroundings near to Knowle and within easy reach of Coventry, Leamington Spa and Warwick.
Education is provided on the premises and two teachers are required to bring the establishment up to the level of a Child Care Service. The overall aim of the school is to offer a therapeutic environment for young people in need of emotional support. The teacher should be able to specialize in the remedial teaching of the 3 R's and the other in games and physical activities, but both would be expected to contribute to the overall aim of the school.
Salary: £3,335 p.a. plus £462 per annum approved school allowance.
Mrs. F. McNamee, Principal Officer in the school (Telephone Warwick 4341), ext. 2075 will be pleased to discuss the post with potential applicants and to receive applications for informal visits to the school, and application forms are available from The Director of Social Services, 5th Floor, Warwick (Warwick 4343), ext. 2393. Closing date: July 31, 1975.

DUNCROFT SCHOOL
Minor Lane, Staines, Middlesex
(Under the management of MINO/N.A.M.H.)
Full-time QUALIFIED TEACHER
required for well-established community specialising in total care and treatment of 38 disturbed intelligent adolescent girls.
Successful candidate would lead enthusiastic team of part-time teachers in a stimulating programme for girls from damaging environments requiring remedial education. Candidates should be able to offer GENERAL SUBJECTS, but have special interest in LIBERAL STUDIES, or ART 'O' level.
Salary Burnham Scale 1, plus principal teacher allowance (under review); additional allowances up to £1,182 p.a., including Excessive Duty Allowance.
Attractive single accommodation, nominal rent, if required L.A. if non-resident.
Further details from Principal, Tel. No. Staines 52158.

WARDEN

£3,981-£3,417 p.a. plus London Weighting and Threshold Payments

Applications are invited from suitably qualified persons for the above post at Whitton Youth and Community Centre, Twickenham, Middlesex. At present there is a membership of nearly 2,000 meeting in purpose built premises that were completed at the end of November, 1973.

Joint Negotiating Committee Conditions of Service apply.

Further details and application form from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB.

London Borough of RICHMOND UPON THAMES

Education Committee—Youth Service

LEADER

Male/Female (Ref. W584)

Required at Woodford Street Youth Centre with effect from October 1, 1975.

Salary within Range 3 of J.N.C., £2,577 to £2,913. The person appointed will join a team of youth workers and will work with them in the development of the area.

Further particulars and application forms may be obtained from the Director of Education, Civic Centre, Millgate, Wigan WN1 1YD. Closing date August 15, 1975. Interviewing members of the committee either directly or indirectly will disqualify applicants.

Metropolitan Borough of WIGAN

LONDON BOROUGH OF BRENT

EDUCATION COMMITTEE

THE CARLTON CENTRE,
Carlton Vale, NW6

MANAGER

(SENIOR TEACHER SCALE—£3,600 to £4,977 per annum plus £281 London Weighting plus £229 Threshold Payments) required as soon as possible for new Community Centre (10,000 sq. ft.) in South Kilburn. The post will offer wide scope for developing a programme of recreational, social, and educational activities for all age groups both within and outside the centre building which is being adapted for its new role. The Manager will be responsible for a team of professional workers both full and part-time.

Applications are invited for this key post from suitably qualified professional workers preferably with a University degree in relevant subjects. Experience in Youth and Community work essential; experience in a Community School or related enterprise desirable.

The Authority has a scheme for assistance with removal expenses. Application forms and further particulars, including a list of referees, may be obtained from the Director of Education, PO Box 1, Chesham House, 8 Park Lane, Wembley HA9 7RW. (Tel. 01-903 1400 Ext. 574). Completed applications must be retained within three weeks of date of this advertisement.

Birmingham

SOCIAL SERVICES

Tennis School

Applications are invited for below:

HOUSEMASTER/HOUSEMISTRESSES

In the Regional Assessment Centre for the West Midlands, following an increased staffing establishment.

Salary Scale: Senior Grade 8, £3,427-£3,821; Pw award pending.

We are looking for people with a flexible approach and support, consultation and training can be given on the job. We operate on a merit-based system with full-time, part-time, and casual staff. Social workers, psychologists, and social caseworkers as well as teachers, and we have good psychiatric cover. These posts offer first class opportunities to broaden experience and prepare for senior posts, by working with other professionals, by working with the public, and by working with the community, and by working with the community.

Application forms are available from The Personnel/Tenancy School, Bedford Road, Harborne, Birmingham, B15 2EW. The deputy Principal will be pleased to discuss these posts further either by telephone (021 428 1313) or in person.

UNIVERSITIES

Appointments continued

HONG KONG

TIE UNIVERSITY

LECTURESHIP ASSISTANT

LECTURESHIP IN ECONOMICS

Applications are invited for a post of Lecturer in Economics. The post holder will be responsible for teaching and supervising students in the Department of Economics. The post holder will also be responsible for the development of the Department of Economics. The post holder will be responsible for the development of the Department of Economics.

Annual salary: £3,000-£3,500. The post holder will be responsible for the development of the Department of Economics. The post holder will be responsible for the development of the Department of Economics.

Further details and application form from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB.

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